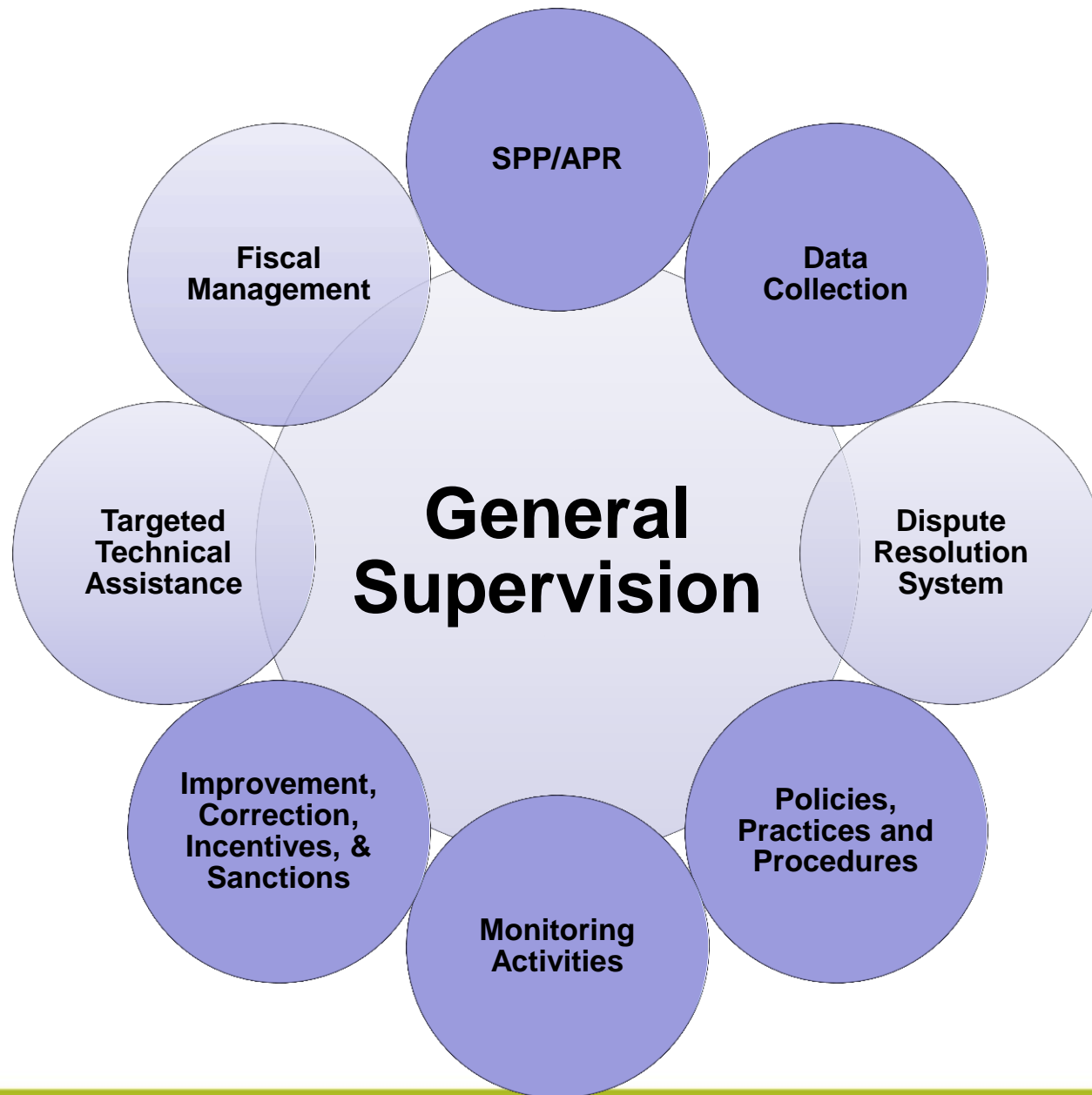# Improving Student Outcomes Through State Monitoring

North Carolina Department of Public Instruction
Exceptional Children Division
Policy, Monitoring and Audit Section

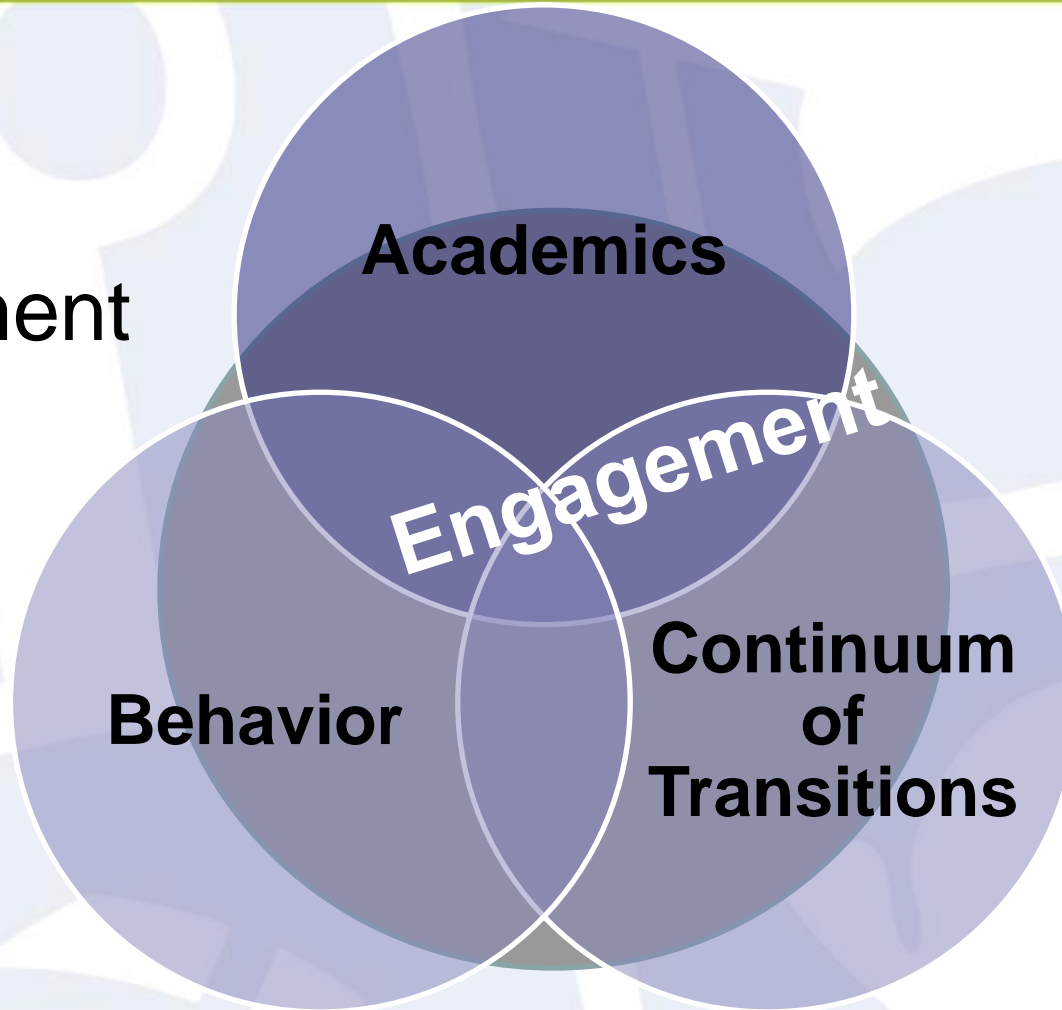# North Carolina's Monitoring Activities

Improving educational results and functional outcomes for all students with disabilities

Public Schools of North Carolina

SSIP:
Focus for
Improvement

Academics

Engagement

Behavior

Continuum
of
Transitions

This Professional Learning Supports Improved Graduation Rate for Students with Disabilities by:

Engagement

Academics

- Active implementation of evidence-based instruction, preK through secondary
- Local capacity building
- Technical and adaptive leadership
- Comprehensive and efficient assessment system

Behavior

- Active implementation of evidence-based behavioral programming, preK through secondary
- Local capacity building
- Culturally responsive instruction
- Positive school/class climate
- Comprehensive and efficient assessment system

Continuum of Transitions

- Active implementation of evidence-based transition practices, preK to post-secondary
- Local capacity building
- Systemic and coordinated supports (including wraparound), preK to post-secondary
- Consistent attendance
- Extracurricular and/or employment opportunities

ALIGNMENT: FEDERAL, STATE AND LOCAL IMPROVEMENT INITIATIVES

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Alignment to State Performance Plan/Annual Performance Report (SPP/APR)

The Office of Special Education Programs (OSEP) has implemented an accountability framework designed to more directly support States in improving the results for infants, toddlers, children and youth with disabilities, and their families. Section 616(a)(2) of the IDEA requires that the primary focus of IDEA monitoring be on improving educational results and functional outcomes for children with disabilities, and ensuring that States meet the IDEA program requirements.

Therefore, data for the *Part B Compliance Indicators* collected through this monitoring activity include:
- Indicator 13: Secondary Transition
- Indicator 17: State Systemic Improvement

Alignment to the EC Division Strategic Plan

Strategy A: Provide customized support for LEAs

- Objective A-1: Ensure every LEA has tools to measure fidelity of intervention and effectiveness of services
- Objective A-2: Ensure every LEA collects, analyzes, and utilizes valid and reliable data, including data profile, to make informed decisions.

Strategy D: Implement an effective general supervision system

- Objective D-4: Implement monitoring activities to ensure compliance with State and Federal Statutes and Regulations

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Alignment to the LEA Self-Assessment/Practice Profile

Core Element 1: Policy Compliance and Monitoring

- The LEA provides training on the legal requirements of IDEA, Article 9 and NC Policies Governing Children with Disabilities.

- The LEA has an effective system for internal monitoring and general supervision, to include IEP implementation.

- LEA uses effective methods and practices for resolving complaints/disputes (formal and informal) within required timelines.

North Carolina's Monitoring Mechanisms

- On-site Reviews
  - Program Compliance Review (PCR)
  - Targeted On-site Visit
  - Focused Monitoring
  - Program Review

- Data Base Review

PROGRAM COMPLIANCE REVIEW

Public Schools of North Carolina

Purpose

- Ensure compliance on a five year cycle.
  - Begins during the second semester of the first year of operation for Charter Schools and every five years thereafter.
- Identify and correct areas of noncompliance.
- Provide technical assistance.

Core Components

- Student Record Review
- Interviews: EC Process
- Service Verification
- Related Services Verification
- LEA Resources
- Licensure

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PREPARATION FOR THE VISIT

- Monitor contacts EC Director to schedule visit and answer any questions.

- Notification Letter is mailed to Superintendent/Charter Administrator (cc: EC Director/Coordinator) approximately **4-6 weeks prior to visit**.

- List of selected student records will be provided to LEA **approximately two weeks** prior to visit. This list will also include an additional selection of students for Post Secondary Transition Plan review (Indicator 13).

Student Monitoring Sample Student Profile

Number of LEAs with Active Child Count	Student Monitoring Sample			**Number of Records for Indicator 13: Secondary Transition-ONLY
	Active Child Count	Number of Records	*Number of Schools	
142	Up to 100	5	3	Up to 10
24	101-250	7	3	10
26	251-500	10	3	15
23	501-1000	15	3	20
27	1001-2000	20	6	25
13	2001-3500	25	6	30
7	3501-5000	30	6	35
1	5001-6500	35	6	40
2	6501-8000	40	9	45
0	8001-10,000	45	9	50
4	>10,000	50	9	55

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LEA "To Do List":

- Reserve a room with ample workspace, internet capability and privacy for team members.

- Schedule one staff member, familiar with student records and compliance, to be available to the team during the visit.

- Complete the licensure summary for the EC staff at selected school sites.

- Collect the EC files for each student in the *Student Monitoring Sample.*

LEA "To Do List":

For selected schools gather the:

- – overall school schedule/bell schedule (start and stop time);
- – staff roster with EC staff identified (highlighted);
- – schedules for each student in the *Student Monitoring Sample* (highlight EC service time/EC teacher); and
- – related service providers' logs and schedules for each student in the *Student Monitoring Sample*.

DURING THE PCR VISIT

The monitoring team will complete:

- Student Record Review Protocol on each selected student;

- Post Secondary Record Review;

- Interviews of school administrators, EC teachers, and related service providers at selected school sites;

- Special Education Service and Related Service Verification;

- Review of LEA resources;

- Verification of Special Education staff licensure.

Student Profile

Student Profile

Unique ID	Grade	Disability	Attendance	Discipline	Grades	State Test	AL
Sample	4	AU	Good	Fair	Fair	EOG: ELA/Reading	2

Student Profile Rubrics

Attendance	
Good	0-3 absences
Fair	4-10 absences
Poor	10+ absences

Discipline: OSS	
Good	0-2 suspensions
Fair	3-5 suspensions
Poor	5+ suspensions

Grades	
Good	All grades: C or above
Fair	1-2 grades: D
Poor	1+ grades: F

State Tests Reported
EOC: English I
EOC: Math I
EOG: ELA/Reading
EOG: Math
NCEXTEND1: English I
NCEXTEND1: Math I
NCEXTEND1: ELA/Reading
NCEXTEND1: Math

Achievement Levels (AL)	
Level 5	Superior Command
Level 4	Solid Command
Level 3	Sufficient Command
Level 2	Partial Command
Level 1	Limited Command

Special Education Student Record Review Protocol

Areas on the Protocol

I. Informed Consent (CNSNT)

II. Prior Written Notice (PWN)

III. Initial Evaluation/Reevaluation (EVAL)

IV. Eligibility (EL)

V. IEP Development and Implementation (IEP)

VI. Secondary Transition (TRAN)

Student Deficit Sheet

Student Name: Little Bo Beep   Date of Birth: 9/6/06
LEA Name: ABC School   Date of Review: 8/17/15

Program Compliance Review – Deficit Sheet

Area & Number	List Noncompliant Issues for Each Area
PWN 2b	Actions accepted does not explain why.
IEP 14	Previous IEP expired on 9/23/14. The current IEP has a meeting date and start date of 9/25/14.
IEP 17	The annual goals presented are not measurable. "Improve" is not measurable. If you use the terminology "Increase" you must include baseline and target. Benchmarks are no longer accepted as a substitute for annual goals.
IEP 23	LRE does not explain why the least restrictive environment presented is most appropriate option.
Notes:	Testing protocols should be kept separate from the actual IEP folders. Reports should be placed in the IEP folder. Email correspondence should not be kept in IEP folder. Present levels should not include information from the therapists about what they are doing. They should focus on student performance and behavior.

Report Summary Page

Date of Notification:　　　　　　　**March 24, 2015**

All Corrections Due By:　　　　　　　**June 16,2015**

Criteria for Corrective Actions:		
2015-2016 Criteria for Individual Student Corrective Actions:	Less than	100%
2015-2016 Criteria for LEA Level Actions:	Less than	80%

Summary of Individual Student IEP Reviews						
I. Informed Consent for the Provision of Services						
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
CNSNT 1: Informed Consent for Provision of Services Obtained From Parent	NC 1503-4.3 CFR 300.300	10	10	0		100.00%	Criteria Met
II. Prior Written Notice (PWN)						
PWN 2a: Current PWN Contains Description of Actions	NC 1504-1.4 CFR 300.503	10	10	0		100.00%	Criteria Met
PWN 2b: Current PWN Explains Why Actions Proposed/Refused	NC 1504-1.4 CFR 300.503	10	8	2		80.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
PWN 2c: Current PWN Contains Description of Evaluation Reports	NC 1504-1.4 CFR 300.503	10	10	0		100.00%	Criteria Met

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Interviews:

EC Process

Role of person being interviewed.

[▼]

Tell me about the Child Find Process.

Check the elements that are included in the response.

☐ Response to notification: 30 days

☐ Used to identify suspected of a disability and in need of special education

☐ Includes children advancing from grade to grade/highly mobile (migrant) children

☐ Meeting requirement to determine whether or not to refer to special education

☐ Parent referral procedures

Tell me the key elements that must be considered in the DISCIPLINE of students with disabilities.

Check off the elements that are included in the response.

○ Change of placement/patterns of removal/10-day rule

○ Manifestation Determination

○ Requirement to provide services

○ FBA/BIP

○ Special Circumstances

Describe the process for Transfer Students coming from out-of-state with active IEPs.

Check items included in response.

○ Comparable Services

○ Initial Process:Evaluation

○ Initial Process: Consent for the provision of services

○ Adopt or develop a new IEP

○ Request for Records

Describe the Transfer Student process for students transferring within the state with an active IEP.

- ⚪ Comparable services
- ⚪ Review and revise IEP if needed
- ⚪ Request all records
- ⚪ Parent/Teacher conference/IEP Team meeting
- ⚪ Review records for compliance

Describe the key elements of Secondary Transition.

Check items included in response.

- ⚪ Transition Assessments
- ⚪ Transition Goals
- ⚪ Transfer of Student Rights
- ⚪ IEP Team Meeting: Outside Agencies/Student
- ⚪ Transition Activities

Scoring Interview Rubric for each area	
0-1 appropriate responses	Poor
2-3 appropriate responses	Fair
4-5 appropriate responses	Good

Based on average responses for each group interviewed and across school settings.

Service Verification

Special Education Service Verification

In order to verify that services were provided in accordance with the IEP, the monitor selected one service from each student's IEP, identified the time frame the instruction would be delivered using the EC Teacher's schedule and observed the instruction delivered at the school site. Service delivery was considered "Compliant" if delivered by appropriately licensed EC Staff, as specified by the service delivery and location noted in the IEP and with a clear relationship to the IEP Goals. If the service verification was determined to be "Non-Compliant", the reason why was noted in the Comments.

Unique ID	Service	Location	Comments	Compliant (y/n)
	Reading 4xW :30min	SE	Observed	yes

Related Service Verification

Related Service Verification

Related service logs and schedules were reviewed for the last completed grading period prior to the on-site visit. Service logs were compared to the corresponding IEPs of the students on the related service provider's caseload to determine if the services were provided in accordance with the service delivery plan articulated on the student's IEP.

Unique ID	Related Service	Location	Comments	Compliant (y/n)
	OT 4xRP :30min	TSE	Verified	yes

LEA Resources

This portion of the tool reviews the information the LEA makes available to parents and students regarding resources in the following areas: Child Find, Discipline, Transfer/Incoming New Students and local Dispute Resolution. Recommendations for this area (if any) will be noted in the summary of this report.

Essential Question: What mechanisms are used to provide information regarding the EC process, procedures and LEA contact information?

LEA Resources	Website	Handbook	Other	Missing Elements
Child Find Process				
Discipline Procedures				
Transfer Students				
Dispute Resolution				

Licensure

Public Schools of North Carolina

Special Education Licensure Summary

LEA/School	Atlantic Ocean School System/First Wave Elementary School			
EC Service Provider Name	Licensure Code(s)	Expiration Date	Class Composition	Teacher licensure area matches at least one student area of eligibility (Yes/No)
Ed Teacher	08667	5/16/15	AU, SLD, OHI	Yes

AT THE CONCLUSION OF THE PCR VISIT

The monitoring visit will conclude with a brief exit conference where the lead monitor will:

- discuss preliminary findings with LEA;
- explain the correction process;
- review available resources; and
- collaborate with the LEA to develop next steps to ensure correction of all noncompliance.

- ***All areas of noncompliance MUST be corrected within one year.***

Report

- Commendations
- Recommendations
- Procedural Violations
- Compliance Status
- Corrective Action Timeline
- NCDPI EC Resources

TOOLS AND OTHER RESOURCES

Resources available on the website:

http://ec.ncpublicschools.gov/reports-data/cipp-monitoring

- ❖ Today's PowerPoint
- ❖ Director/Coordinator "To Do" List
- ❖ Special Education Student Record Review Protocol Data Collection Tool
- ❖ Service Verification Tool (Google Form Directions)
- ❖ Interview Tool
- ❖ Sample Deficit Sheet
- ❖ Compensatory Education Sample Plan with Guidelines
- ❖ Compensatory Education Sample Parent letter
- ❖ 09-02 Memo

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EXCEPTIONAL CHILDREN

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CIPP & Monitoring

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Dispute Resolution End-of-Year Reports

End-of-Year Report

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Monitoring

CONTACT :: Regional Monitoring Consultant, Exceptional Children Division, Policy, Monitoring and Audit Section

FORMS :: The Individuals with Disabilities Education Improvement Act (IDEA) and Article 9 of North Carolina state law require that the Department of Public Instruction monitor local education agencies (LEAs) on a regular basis to ensure compliance with state and federal laws, rules, and regulations that govern the provision of special education and related services to children with disabilities. The purpose of this monitoring is to focus federal, state, and local resources on improved results for children with disabilities and their families.

The Exceptional Children Division is responsible for conducting all monitoring activities through the Continuous Improvement and Focused Monitoring System. The following documents are provided for LEA use in reporting to the State Education Agency (SEA).

🌐 Improvement Planning Calendar 2015-16 School Year

The Improvement Planning Calendar was developed to assist LEAs in the preparation and timely completion of all requirements throughout the 2014-2015 school year.

🌐 2015-16 Data Submission

- 🌐 Class Size/Caseload
- 🌐 Transportation

Public Schools of North Carolina

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Thank you for your attention . . .

North Carolina Monitoring Activities

Improving educational results and functional outcomes for all students with disabilities.